## HISTORY DEPARTMENT

## Planning: Objectives for 2013-2014

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|  | **Objective**  **(What do you want to improve?)** | **Actions**  **(What is needed to make this happen?)** | **Success Criteria**  **(What will a successful outcome be? By when?)** |
| **1** | Quality of teaching and learning  To work towards the achievement of the HA award of excellence for the History department | There are 5 phases to the Quality Mark, these are outlined below.  1.)Audit of current provision and analysis of needs  2.)Working Towards the mark and gathering of evidence  3.)Self-Assessment using our self- assessment criteria  4.)Application and Quality Assurance  5.)Evaluation | At least a “silver” award by Sept 2014. Judged by external assessors from the Historical Association. |
| **2** | Assessment and intervention  To revamp the KS4 SOW to include more interactive activities for different styles of & ability learners in order to prepare more effectively for assessments throughout the course | Rewrite SOW & assessments to include more interactive and engaging lessons in year 11 and share with colleagues. | SOW shared  students do better on assessments due to increased engagement  student voice shows enjoyment |
| **3** | To work with RXL in supporting the development of an ISSP on all subjects across York & within Millthorpe school and to develop one that tracks the developments of WW1 from 1914 - 1918 | Assist RXL in bidding for funding. Attend Saturday/evening/holiday sessions to deliver project to students (about 8 during the year) plus planning meetings. Work with other organisations in York to investigate sacrifices made in the local area. Share ISSP project with all other York State Schools at LA Network meetings & roll out aspects of the project across all yr. 7. (Student will follow their characters through until 2018). | * secure funding for ISSP project * Detailed plan in place ready for August 2014 * Other York schools are inspired to promote the ISSP project with their own students & incorporate elements of it into their planning for2014-15 * Successful launch Sept 2014 with yr 7 |

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|  | **Objective**  **(What do you want to improve?)** | **Actions**  **(What is needed to make this happen?)** | **Success Criteria**  **(What will a successful outcome be? By when?)** |
| **1** | **Objective one:**  To achieve Historical Association Quality mark | There are 5 phases to the Quality Mark, these are outlined below.  1.)Audit of current provision and analysis of needs  2.)Working Towards the mark and gathering of evidence  3.)Self-Assessment using our self- assessment criteria  4.)Application and Quality Assurance  5.)Evaluation | Silver award this year – planning to achieve Gold next academic year. |
| **2** | **Objective two:**  To improve targeted intervention for SEN/ C/D borderline pupils at GCSE especially during preparation for controlled assessment | Better scaffolding of background notes for students  Support with structure of answers  Rigorous monitoring of students’ attendance to after school and lunchtime controlled assessments sessions  Learning conversations, phone calls home | All Yr 11 students meet FFTD rather than FFTB in their final exam.  Controlled Assessment marks in line with FFTD target. |
| **3** | **Objective three:**  To extend the role of ISSP Co-ordinator in Millthorpe and raise the profile of ISSP amongst pupils and staff | Continue to increase participation in ISSP master classes across the school  Recruit more Millthorpe staff to become master class tutors  Continue to represent Millthorpe School at Steering Committee | Increased number of Millthorpe students take ISSP master classes.  Increased number of Millthorpe teachers involved in delivering ISSP master classes. |
| **4** | **Objective four:**  To successfully implement First World War Project (year one of five year project) | Launch 5 year local history project tracking local residents through First World War experiences.  Liaise with Clementhorpe History Society to get research. | Millthorpe students experience highly engaging ‘hands-on’ extended learning about First World War, as evidenced through History lesson planning and resources, student bulletins, communication home, student voice etc |

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|  | **1** | Quality of Teaching and Learning  To implement the changes to KS4 curriculum in HISTORY in line with national changes and maintain high standards of Teaching and Learning. | Access CPD and classrooms of other members of the department to examine best practice and successful Teaching and Learning in KS4 *History*.  Implement and discuss with SGB KS4 Schemes of Work to ensure that they respond to best practice, whole school strategies and policy.  Attend Professional Learning sessions on   * Developing Student independence * Engaging Learners   Request support from SGB to work to support implementation of new lessons as requested.  Invite SXB into lesson to Carryout Quality Assurance – lesson drop-ins, book scrutiny and student voice to ascertain the quality of teaching following new S.O.W. Give feedback where required and arrange follow-up observations. | * Follow new /adapted SoW produced by SGB * Share in department meeting any particularly successful strategies * Quality of Teaching and Learning is judged to be consistently good in formal KS4 lesson observations and drop-ins identify good practice * Ask pupils to respond to quick student voice activity relating to impact of new strategy tried. In particular greater enthusiasm and more independent learning. * Pupils books to look for improved progress |
| **2** | Assessment and Intervention  KS3  To make use of flight paths for effective assessment and intervention | Ensure all pupils are clear of their target. By having target and record sheet in the front of their exercise book. I have targets marked on seating plan and in mark book  Timely intervention for those not making required progress which will be recorded on the school system.  Attend CPD on making feedback effective | * Data cycles show the improving attainment of those pupils who have been identified as requiring intervention. * Pupils are aware of what they need to do to improve and have clear targets/goals to aim for. * Drop in session by HoD indicates pupils are working at a good standard and are making good progress. |
| **3** | Review of year 7 SoW | Make sure that there is a revised scheme of work for all of the units in Year 7. These schemes of work should ensure that there is challenge for all pupils. Make sure that levels are used in all lessons   1. Incorporate ideas for the use of self/peer assessment in yr7Create more levelled menus 2. Clear challenging homework tasks making use of Show my homework. 3. Re write parts of the SoW. 4. Write the summative end of year exam | * SoW and revised lessons placed on the M drive in History * Resources available for all members of the department teaching Yr7 * Student voice in week identifies that students value class work set in Historyand recognise the importance of homework. * Book/Work scrutinies demonstrate clear and effective feedback to students on tasks and evidence of students making improvements to their work. |
| **4** | NQT/ ITT | (NQT) Make sure that all induction tutors are kept up to date and informed of induction process.)  (ITT )To make sure that the mini and main block placements run as smoothly as possible.  (YSIS) Continue to liaise with University and departments in school about placements for YSIS. | That as many induction tutors as possible attend the meeting on 3rd Oct with Mike Jory at York City Council.  That all Induct forms are completed to the requirements and submitted on time. That relevant people are informed immediately if there appears to be any problems.  To maintain positive feedback from trainees. To have kept Mentors up to date with arrangements and feedback. |

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| **ADAM BAYBUTT** | **1** | **Intervention at KS3/4**  At KS4: to work closely with students identified for intervention from different groups to secure progress. | Autumn   * Following first tracking round, identify learning mentor for students identified for intervention in Saxon House. * Meet with students and parents. Write intervention plan with clear targets and accountabilities.   Spring and Summer   * Through sharing information with teachers in target subjects, weekly meetings with students and regular contact home, monitor student progress and secure achievement. * Through fortnightly Pastoral and Inclusion team meetings, review the impact of interventions, share good practice and modify approaches. | Evidence from tracking, and feedback from students, teachers and parents, demonstrates improved academic progress and achievement. |
| **2** | **Attendance/Reduce PAS**  Improve whole school attendance by exceeding 95% in y7-10 and securing 95% in Y11 up to the exam period. | * Develop new ways of celebrating 95%+ attendance. * Prevent students identified as being at risk of PA from being persistently absent, by lifting attendance to 90%. | * At the end of each tracking round, whole school attendance is at or above 95%. * Attendance of different groups is in line with expectations and showing improving trends. * Levels of PA reducing from 4% Y7-10. |
| **3** | Improve Yr 9 SoW in line with new curriculum. | Review all lessons on the Yr 9 SOW. Identify several topic areas that require modifying/editing or replacing. Plan the lessons in line with the new NC curriculum (new programmes of study to be agreed within department). Produce all lessons and resources. Share with colleagues and save on M Drive. | The SOW will be extensively updated and will be suitable for the new NC in History. Myself and colleagues will teach the lessons and they will be on the M Drive.  Due – on-going throughout the year but completed by June half term. |
| **4** | Ensure that students engage with feedback and are given time to improve their work. | Complete training from JPB. Implement ideas in lesson. Provide specific written targets and open dialogue with student. Give students time (lessons/homework) to act on feedback. | Students will actively engage with written feedback and will improve their work. Common errors will reduce and students will make progress.  Due – on-going. |